**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 2.NBT.5, 2.NBT.9**  **The Envision Lesson: 2-5 Addition: Adding Three Numbers 2-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  |  |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral review and problem of the day. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   1.No new vocabulary. Review previous vocabulary: addend, doubles, addition sentence, near doubles, and making tens.  2. As a small group, write the definition and draw a picture of the assigned vocabulary word on different cards. When finished, pass out the cards randomly and have the students find the three matches (the word, the definition, and the picture) by walking around the room. Discuss the accuracy of the matches. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  1. Materials: connecting cubes (10 cubes of three different colors) and a bag per group.  2. Teacher model using cubes to create three number adding problems.  3. Students will pair up.  4. Students will record their work on page 51.  5. Check for understanding by looking over response page and asking questions as you walk around the room. “What did you do? How do you know it’s right? What is another way to solve the problem?”  6. Discuss the Extend with sample problems  7. Link to Investigations as needed. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Utilize Visual Learning Animation  1. Check for understanding during guided practice.  2. Students record their work on page 52.  3. Reteach explicitly with various problems.  4. Utilize *Problem Solving (p. 54)* with Guided Practice.  Questions: What do we do first? What is next? How can you add these three numbers? What is another way to add the numbers? What two numbers should we add first and why? What is a good way to decide which numbers to add first? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |